



Year 10
Mock Examination Booklet

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Key Contacts

If you are unsure about any aspect of the exams and preparing for them, you should discuss this with your teacher. Your parents can also get in contact with your teachers by e-mailing them.

The e-mail addresses below are for the Subject Leaders/ Teachers in charge of each subject:

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Year 10 End of Year Exam Timetable

| | Monday 26 June (B Week) | Tuesday 27 June | Wednesda y 28 June | Thursday 29 June | Friday 30 June | Monday 3 July (A Week) | Tuesday 4 July | Wednesday 5 July | Thursday 6 July |
|------------------------|--|--|--|--|--|--|---|---|--|
| 8.45 Start | Religious Studies 1 hour 45 min | Physics Triple Science 1hr 45min Combined Science Physics 1hr 10min | Biology Triple Science 1hr 45min Combined Science Biology 1hr 10min | Maths Paper 2 (Calculator Exam) 1hr 30min | Art Exam (In Art Rooms) 1 hr | Music Exam 1hr (In Music Room) Food Tech Practical 3 hours | Chemistr y Triple Science 1hr 45min Combine d Science Chemistr y 1hr 10min | Geography (Physical) 1 hour | Resistant Materials 1 hour 30min Drama 45min |
| | | BREAK | BREAK | | BREAK | BREAK | BREAK | BREAK | BREAK |
| 11:30 Start | | | | French, German & Spanish Reading Exam 45min | | Food Tech Practical (continued) | | | |
| | LUNCH | LUNCH | LUNCH | | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 1.30 Start | Geograph y (Human) 1 hour | Maths Paper 1 (Non- Calculator Exam) 1 hr 30min | History (USA Paper) 1hr 20 min | Computing 1hr 30min Dance 1.5 hours PE 1hour | | Maths Paper 3 (Calculator Exam) 1hr 30min | Sociology 1hr 30min | Combined Science 1hour | French, German & Spanish Writing Exam Higher 1hr 15min Foundation 1hr |

Preparing for the Exams
Slides from the Year 11 assembly

Preparing for your Mock Exams
(30th Nov.-10th Dec.)

'I only know it because I've learnt it'

Mock Timetable

| <u>Monday</u> <u>30 November</u> <u>6 week</u> | <u>Tuesday</u> <u>1 December</u> | <u>Wednesday</u> <u>2 December</u> | <u>Thursday</u> <u>3 December</u> | <u>Friday</u> <u>4 December</u> | <u>Monday</u> <u>7 December</u> <u>8 Week</u> | <u>Tuesday</u> <u>8 December</u> | <u>Wednesday</u> <u>9 December</u> | <u>Thursday</u> <u>10 December</u> |
|--|---|---|--|--|---|---|--|--|
| Religious Studies 1 hr 30min | Maths (Non-Calculator Paper) 1hr 45min | English Language 'The Silent Voices' 1hr 45min | Art - All Day in Art Rooms In Hall Food Technology 1hr 30min Resistant Materials 1hr 30min Computing 1 hour | Music 1hr 30min | Chemistry 1hour Science 1 hour | Maths (Calculator Paper) 1hr 45min | Business Studies 1hour | Physics 1hour |
| ORCAS | ORCAS | ORCAS | ORCAS | ORCAS | ORCAS | ORCAS | ORCAS | ORCAS |
| | | | Art - In Art Rooms | Spanish Listening 50min- Exam in MFL | | German Listening 30min - Exam in MFL | German, Spanish & French Reading Exams 30min Foundation 30min Higher | French Listening 50min - Exam in MFL |
| LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| Physical Geography 1hour | Biology 1hour Additional Science 1 hour | Human Geography 1hour | Art - In Art Rooms | | History 1hr 15min | Sociology 1hr 30min | English literature 'Understanding Prose' 1 hour | PE 1hr 30min Dance 1 hour |

Where shall I start ?

There are four main stages to effective revision

1. Preparation
2. Planning your time
3. Actively revising
4. Final preparation

Stage 1: Preparation

This involves:

- Attendance at lessons during the year
- Completing class and homework to the best of your ability
- Organising your subject files

Stage 2: Planning your revision

Number of days until the first exam:

- ▶ 25 week days
- ▶ 5 Saturdays
- ▶ 5 Sundays

I will revise for:

- ▶ 2 hours on weekdays
- ▶ 2 hours on Sunday

Calculations:

- ▶ Weekdays: 25 (days) x 2: 50 hours
- ▶ Sundays: 5 (days) x 2: 10 hours

Total: 60 hours

Allocating time across subjects

You are taking 10 subjects

This works out at approximately 6 hours per subject

Total: 60 hours (6x10)

Allocating time across topics

Before constructing a timetable, you need to divide up this time between the various topics within each subject

You have allocated 5 hours to geography

You will have studied four topics

You therefore decide to divide up the 6 hours of revision allocated to geography as shown:

Coasts 1.5 hours

Restless Earth 1.5 hours

Tourism 1.5 hours

Population 1.5 hours

Constructing weekly timetables

- ▶ You can now construct weekly timetables
- ▶ You should follow one of two approaches here:
 - create timetables on a week-by-week basis
 - create all of the weekly timetables at the same time

| | Monday | Tuesday | Wednesday | Thursday | Friday | Sunday | Total |
|--------------------------------------|--------------------------------------|---|--------------------------------------|---|----------------------------|--|----------|
| Week 1 (20 th Oct.) | Maths (1 hour) Geography (1 hour) | English Lang. (1 hour) French (1 hour) | Science (1 hour) History (1 hour) | Maths (1 hour) English Lit. (1 hour) | RS (1 hour) PE (1 hour) | English Lang. (1 hour) Science (1 hour) | 12 hours |
| Week 2 (2 nd Nov.) | Maths (1 hour) Geography (1 hour) | English Lang. (1 hour) French (1 hour) | Science (1 hour) History (1 hour) | Maths (1 hour) English Lit. (1 hour) | RS (1 hour) PE (1 hour) | English Lang. (1 hour) Science (1 hour) | 12 hours |
| Week 3 (9 th Nov.) | Maths (1 hour) Geography (1 hour) | English Lang. (1 hour) French (1 hour) | Science (1 hour) History (1 hour) | Maths (1 hour) English Lit. (1 hour) | RS (1 hour) PE (1 hour) | English Lang. (1 hour) Science (1 hour) | 12 hours |
| Week 4 (16 th Nov.) | Maths (1 hour) Geography (1 hour) | English Lang. (1 hour) French (1 hour) | Science (1 hour) History (1 hour) | Maths (1 hour) English Lit. (1 hour) | RS (1 hour) PE (1 hour) | English Lang. (1 hour) Science (1 hour) | 12 hours |

Stage 3: Actively revising

- ▶ Revision should take place somewhere quiet
- ▶ Learning is most effective when it is **active**
- ▶ There are a range of different strategies which you can use
- ▶ Revision notes
- ▶ Mind mapping
- ▶ Using mnemonics
- ▶ Revising with others
- ▶ Practising past questions

Revision notes

You should all produce your own set of revision notes

Revision cards

Summary notes

These should be used alongside other revision guides

Case study cards

Key word glossary

Mind maps

- ▶ These can be used to summaries complex text
 - ▶ You should start by highlighting key words and concepts in the text
1. A central title
 2. Divide the text into several sections
 3. Branching out
 4. Memorise summary maps
 5. Test yourself

Using Mnemonics

- ▶ A mnemonic is something that helps you to remember information

For example

Naughty

Elephants

Squirt

Water

Revise with others

- ▶ Organise to revise the same topics
- ▶ Test each other on your memory of summary sheets
- ▶ Jointly create mnemonics to help memorise concepts/ facts
- ▶ Split up a topic into short sections – study a section alone for a few minutes and then test each other
- ▶ Make a list of questions to ask each other
- ▶ Celebrate progress together

Exam technique

You need to know:

- The content of each paper
- Any initial structures or guidance
- The number of different sections
- How many questions you need to answer
- The types of questions asked
- Any topics/ questions that appear to crop up each year
- The marking scheme
- Commonly used command words (e.g. describe, explain, evaluate, assess)

You should:

- Practise writing exam answers under timed conditions (using/ not using notes)
- Prepare essay plans for all the past questions
- Make up your own questions and practise them

Stage 4: Final preparation

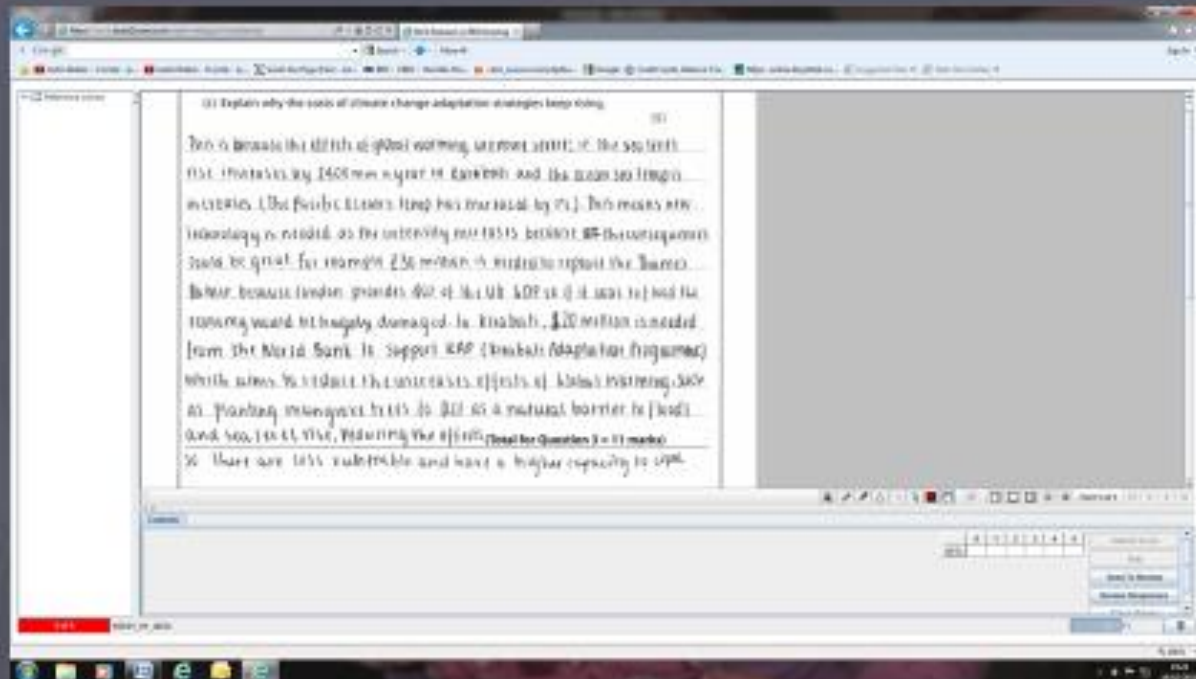
You should:

- get a good night's sleep...do not stay up all night revising
- Make sure that you have all the correct equipment for the exam
- Arrive at the exam venue at least 10 minutes early
- Listen to the instructions of the invigilator

You should:

- Divide your time up between the questions according to the marks available
- Use the number of marks for each question as a guide to the range and depth of your answer
- Answer the correct number of questions
- Answer every question required – do not leave any 'blanks'
- Use all the time – you do not lose marks for 'wrong' answers

What does the examiner see?



A final reminder

'The harder I work the luckier I get'

Blank Revision Timetable

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|--------|---------------|----------------|------------------|-----------------|---------------|-----------------|---------------|
| Week 1 | | | | | | | |
| Week 2 | | | | | | | |
| Week 3 | | | | | | | |
| Week 4 | | | | | | | |
| Week 5 | | | | | | | |
| Week 6 | | | | | | | |
| Week 7 | | | | | | | |

**What will be examined
in each subject?**

Art & Design

Unit 1 – Developing a Portfolio/Body of Work – Project 2 (Still Life)

Whilst the Year 10 Exam is a period of time working towards a final piece, it is the culmination of students' work from May 2015 in relation to the theme 'Identity' and encompasses the following areas or Assessment Objectives:

Paper Length - 5 hours

| Topic | Theme | Contents | Details |
|-------------|-------------------|------------|---|
| UNIT | 'Identity' | AO1 | Develop ideas through investigations, demonstrating critical understanding of sources |
| | | | AO1 is about developing ideas from a starting point to a final piece. This is done through mind-mapping, sketches and studies related to the work of other artists, designers and craftspeople. Students need to analyse and understand these contextual sources, and develop their ideas in a personal way. |
| | | AO2 | Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes |
| | | | Assessment Objective 2 is about refining ideas through selecting and experimenting with appropriate resources, media, materials, techniques and processes. There are various ways of using these to develop ideas and create a personal response. |
| | | AO3 | Record ideas, observations and insights relevant to intentions as work progresses |
| | | | Assessment Objective 3 is about recording ideas, observations and insights, which can be in visual, written and other forms. Students should work from a range of experiences and stimulus materials, as each of these could lead to different ways of developing their ideas. They should reflect upon your work, and consider what they have achieved at each stage and what they will do next. |
| | | AO4 | Present a personal and meaningful response that realises intentions and demonstrate understanding of visual language |
| | | | Assessment Objective 4 is about presenting a personal, informed and meaningful response, from students' initial research through to their final piece (to be completed in the allotted 5 hour). Students must demonstrate analytical and critical understanding as they respond to their theme. |

Computing

Paper Length - 1 hour 30 minutes

| Topics which will be covered | Details |
|------------------------------|--|
| Definitions | <ul style="list-style-type: none"> a. A compiled programme language b. An interpreted programming language c. RAM and ROM d. Network Topologies e. Algorithms f. Cloud Computing g. System Security h. Cache, Cores, Clock Speed i. CPU j. Embedded System |
| CPU | Fetch Execute Cycle |
| System Security | Methods of securing data Errors that could occur if system isn't secure |
| Storage | Secondary Storage - common methods, characteristics of devices |
| Networks | Packets and what they are Steps in sending a document across a network Star Topology LAN and WAN Protocols Layers |
| Fragmentation | Fragmentation and Defragmentation |
| Cloud Computing | Advantages and Disadvantages of saving onto the cloud |
| Legislation | Data Protection Act (1998) Computer Misuse Act (1990) Copyright, Design and Patents Act (1988) |
| Smart Phone Technology | stakeholders technology ethical issues environmental issues |

Dance

Paper length 1.5 hours

Year 10 Professional Works - Revision Checklist

| Emancipation of Expressionism | A Linha Curva | Artificial Things |
|---|---|---|
| Remembering Key facts | Remembering Key facts | Remembering Key facts |
| First performed | First performed | First performed |
| Costume designer | Costume designer | Costume designer |
| Lighting designer | Lighting designer | Lighting designer |
| Set designer | Set designer | Set designer |
| Staging and type of set | Staging and type of set | Staging and type of set |
| Composer | Composer | Composer |
| Choreographic Intention | Choreographic Intention | Choreographic Intention |
| Stimulus | Stimulus | Stimulus |
| Choreographic Approach | Choreographic Approach | Choreographic Approach |
| List the dance styles used in both works | List the dance styles used in both works | List the dance styles used in both works |
| List features of the dance style | List features of the dance style | List features of the dance style |
| Size of cast in each work | Size of cast in each work | Size of cast in each work |
| Gender of cast | Gender of cast | Gender of cast |
| Choreographic Content | Choreographic Content | Choreographic Content |
| Describe one solo motif using actions, dynamics, space. | Describe one solo motif using actions, dynamics, space. | Describe one solo motif using actions, dynamics, space. |
| Describe one group motif using actions, dynamics, space and relationships. | Describe one group motif using actions, dynamics, space and relationships. | Describe one group motif using actions, dynamics, space and relationships. |

| | | |
|--|--|--|
| Link the stimulus to motif descriptions. | Link the stimulus to motif descriptions. | Link the stimulus to motif descriptions. |
| Link choreographic intention motif descriptions. | Link choreographic intention motif descriptions. | Link choreographic intention motif descriptions. |
| Link to choreographic approach to motif descriptions. | Link to choreographic approach to motif descriptions. | Link to choreographic approach to motif descriptions. |
| Structure and devices | Structure and devices | Structure and devices |
| Name the type of structure used. | Name the type of structure used. | Name the type of structure used. |
| Name the sections in Emancipation of Expressionism | Describe the difference between the ensemble and narrative sections | Describe the sections |
| Name two ways Motif development is used and the effect of it. | Name two ways Motif development is used and the effect of it. | Name two ways Motif development is used and the effect of it. |
| Describe a climax moment using a/s/d/r. | Describe a climax moment using a/s/d/r. | Describe a climax moment using a/s/d/r. |
| Identify where unison is used and the effect. | Identify where unison is used and the effect. | Identify where unison is used and the effect. |
| Identify where canon is used and the effect. | Identify where canon is used and the effect. | Identify where canon is used and the effect. |
| Identify where contact is used and the effect. | Identify where Accumulation is used and the effect. | Identify where contact is used and the effect. |
| Costume | Costume | Costume |
| Describe the costume | Describe the costume | Describe the costume |
| Explain 6 different contributions/effects of costume | Explain 6 different contributions/effects of costume | Explain 6 different contributions/effects of costume |
| Explain how the costume supports the choreographic Intention | Explain how the costume supports the choreographic Intention | Explain how the costume supports the choreographic Intention |
| Explain how the costume supports the stimulus. | Explain how the costume supports the stimulus. | Explain how the costume supports the stimulus. |
| Set | Set | Set |
| Describe the features of set design | Describe the features of set design | Describe the features of set design |
| Explain the effectiveness of the stage design | Explain the effectiveness of the stage design | Explain the effectiveness of the stage design |
| Lighting | Lighting | Lighting |

| | | |
|---|---|---|
| Describe 2 lighting states in Emancipation of Expressionism. | Describe 2 lighting states in A Linha Curva | Describe 2 lighting states in Artificial Things. |
| Explain 6 different contributions /effects of lighting design. | Explain 6 different contributions /effects of lighting design. | Explain 6 different contributions /effects of lighting design. |
| Explain how the lighting supports the choreographic Intention | Explain how the lighting supports the choreographic Intention | Explain how the lighting supports the choreographic Intention |
| Explain how the Lighting supports the stimulus. | Explain how the Lighting supports the stimulus. | Explain how the Lighting supports the stimulus. |
| Aural setting | Aural setting | Aural setting |
| Name the accompaniment used. | Name the accompaniment used. | Name the accompaniment used. |
| Describe the aural setting in 2 sections of E of E. | Describe the aural setting in 1 sections of A Linha Curva | Describe the aural setting in 1 section of Artificial Things. |

Your own performance or choreography

| | | |
|---|---------------------------------------|--|
| Physical skills Definitions of physical skills in dance | Where are they used in the set dance? | Can you give an exercise that could help improve them? |
| Technical Skills Action Dynamics Space Relationships | Creating a motif based on a stimulus | How could you develop/vary or change the motif? |

Drama

Paper Length - 45 minutes

Section A: Practical work completed during the course

This section of the exam is assessing the following objectives.

AO1: "Recall, select and communicate their knowledge and understanding of drama to generate, explore and develop ideas"

AO3: "Analyse and evaluate their own work and that of others using appropriate terminology"

You need to write about a piece of practical work you have completed. This could be scripted or non-scripted, BUT you must write about the same piece in each answer.

Question 01 (AO1)

This question is the same every year. It asks you to *DESCRIBE* and *STATE* your piece. The answer can be learnt by heart and there is no excuse for getting anything less than 8/10!

Your answer to this question sets the scene for the remaining questions in section A and give them examiner the context.

You need to be able to explain;

What your piece is about (including the title, playwright or if it was devised)

The style (of performance)

The genre (of the piece)

The target audience

The time period

The performance space (the place you performed, NOT the place your play is set)

Any design elements (set, costumes and props)

Any technical elements (Sound, lights and special effects)

Your contribution. (*ALWAYS* as an actor. Briefly explain the age and status of your character)

Question 02 (AO1)

This question asks you to *EXPLAIN* an element of your rehearsal process. It has a different focus each year but may include;

Initial ideas

Characterisation

How you developed understanding of a role

It will ask you to give *SPECIFIC* examples. (It will tell you how many)

Be as precise as you can. Talk about what you did in rehearsals and what you learnt from this. Then how you used this knowledge in the development of your piece

Question 03 (AO3)

This question asks you to *ANALYSE* and *EVALUATE* a part of your rehearsal process. Again, it has a different focus each year, but may include;
Characterisation
Overcoming problems, (Please note: Line learning, or not turning up to rehearsals is NEVER an appropriate thing to discuss in the exam!)
Team work
Staging choices
Changes you made.

It will ask you to give SPECIFIC examples. (It will tell you how many)

Make sure you justify every point that you make, and ALWAYS talk about how successful a strategy/technique/idea was in reaching the purpose you used it for.

Question 04 (AO3)

This question asks you to *ANALYSE* and *EVALUATE* an aspect of your final performance. The focus changes but it could include;
How well you achieved your aims.
How well you personally showed characterisation.
How well the group showed good dynamics
How well the piece achieved the purpose you had intended for it.

It will ask you to give SPECIFIC examples. (It will tell you how many) Remember that you need to *JUDGE* and *JUSTIFY*. Never make a statement without backing it up.

TOP TIPS

You will get no marks for telling the story.

The examiner will not be impressed if you use the exam as a chance to rant about how hard you worked compared to everyone else.

Complaints about people not turning up to rehearsals /not knowing their lines are never appropriate in an exam!

Back up everything you say.

Each question is worth 10 marks. Get 01 out of the way (with your learnt answer) then spend equal time on the rest.

Where to get help.

Resources will be shared with you on google classroom.

If you have been keeping good lesson diaries then here is when they come in helpful. (See that homework I've been setting you isn't a waste of time!)

I am happy to mark practice questions if you send them to me.

Food Preparation & Nutrition

Paper Length - 1 hour 30 minutes

| Topics which will be covered | Details |
|---|---|
| Task 2 : Non- Examination Assessment (NEA) | <p>Food preparation assessment (70 marks) Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the task below:</p> <p>'Plan, prepare, cook and present a range of dishes using a variety of skills which are a good source of LBV and HBV for a young adult.'</p> <p>Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved.</p> <p>Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.</p> |
| What should be evidenced | <ol style="list-style-type: none"> a. Analysis of the task. b. Research into keywords. c. 12 possible dishes which will be suitable for a young adult. d. 3 chosen dishes and reasons for choice. e. Presentation of 3 dishes, after a 3 hour cooking practical. Each dish should contain an HBV and an LBV protein source. f. High level skills e.g. sauce making, breadmaking, cooking with meat, pastry making etc. g. Evaluation of the 3 chosen dishes after the practical. |

Geography

Paper 1 - Physical Geography
Paper Length - 1.5 hours

Topics: Living with the Physical Environment and Challenges in the Human Environment

| | | | |
|---|---|--|--|
| The challenge of natural hazards | | Hot deserts | Environmental characteristics of hot deserts |
| Natural Hazards | What are natural hazards? | | Opportunities for development in hot deserts |
| Tectonic hazards | Distribution of Earthquakes and volcanoes | | Challenges for development in hot deserts |
| | Physical processes at plate margins | | Causes of desertification in hot deserts |
| | The effects of earthquakes | | Reducing desertification in hot deserts |
| | Responses to earthquakes | Challenges in the human environment | |
| | Living with the risk from tectonic hazards | The urban world | An increasingly urban world |
| | Reducing the risk from tectonic hazards | | The emergence of megacities |
| Weather hazards | Global atmospheric circulation | | Introducing Rio de Janeiro |
| | Where and how are tropical storms formed? | | Social challenges in Rio |
| | The structure and features of tropical storms | | Economic challenges in Rio |
| | Weather hazards in the UK | | Improving Rio's environment |
| | The Somerset Levels floods 2014 | | Managing the growth of squatter settlements |
| | Extreme weather in the UK | | Planning for Rio's urban poor |

| The living world | | Urban change in the UK | Where do people live in the UK |
|----------------------|--|-------------------------------|--|
| Ecosystems | Introducing a small scale ecosystem | | case studies; Miss Stepney's group - Bristol |
| | How does change affect ecosystems? | | Case studies; Mrs Lowe's group - London |
| | Introducing global ecosystems | Sustainable urban development | planning for urban sustainability |
| Tropical rainforests | Environmental characteristics of rainforests | | Sustainable living in Freiburg |
| | Causes of deforestation in Malaysia | | Sustainable traffic management strategies |
| | Impacts of deforestation in Malaysia | | |
| | Managing tropical rainforests | | |
| | Sustainable management of tropical rainforests | | |

History

Paper Length - 1 hour 20 minutes

Modern Depth Study - The USA 1954-75: conflict at home and abroad

Key topic 1: The development of the civil rights movement, 1954–60

| Topics | Details |
|---|--|
| 1. The position of black Americans in the early 1950s | <ul style="list-style-type: none">· Segregation, discrimination and voting rights in the Southern states.· The work of civil rights organisations, including the NAACP and CORE. |
| 2. Progress in education | <ul style="list-style-type: none">· The key features of the Brown v. Topeka case (1954).· The immediate and long-term significance of the case.· The significance of the events at Little Rock High School, 1957. |
| 3. The Montgomery Bus Boycott and its impact, 1955–60 | <ul style="list-style-type: none">· Causes and events of the Montgomery Bus Boycott. The significance of Rosa Parks.· Reasons for the success and importance of the boycott. The Supreme Court ruling. The Civil Rights Act 1957.· The significance of the leadership of Martin Luther King. The setting up of the SCLC. |
| 4. Opposition to the civil rights movement | <ul style="list-style-type: none">· The Ku Klux Klan and violence, including the murder of Emmet Till in 1955.· Opposition to desegregation in the South. The setting up of White Citizens' Councils.· Congress and the 'Dixiecrats'. |

Key topic 2: Protest, progress and radicalism, 1960–75

| Topics | Details |
|--|--|
| 1. Progress, 1960–62 | <ul style="list-style-type: none">• The significance of Greensboro and the sit-in movement.• The Freedom Riders. Ku Klux Klan violence and the Anniston bomb.• The James Meredith case, 1962. |
| 2. Peaceful protests and their impact, 1963–65 | <ul style="list-style-type: none">• King and the peace marches of 1963 in Birmingham, Alabama, and Washington. Freedom summer and the Mississippi murders.• The roles of Presidents Kennedy and Johnson and the passage of the Civil Rights Act 1964.• Selma and the Voting Rights Act 1965. |
| 3. Malcolm X and Black Power, 1963–70 | <ul style="list-style-type: none">• Malcolm X, his beliefs, methods and involvement with the Black Muslims. His later change of attitude and assassination.• Reasons for the emergence of Black Power. The significance of Stokely Carmichael and the 1968 Mexico Olympics.• The methods and achievements of the Black Panther movement. |
| 4. The civil rights movement, 1965–75 | <ul style="list-style-type: none">• The riots of 1965–67 and the Kerner Report, 1968.• King's campaign in the North. The assassination of Martin Luther King and its impact.• The extent of progress in civil rights by 1975. |

Key topic 3: US involvement in the Vietnam War, 1954–75

| Topics | Details |
|---|---|
| 1. Reasons for US involvement in the conflict in Vietnam, 1954–63 | <ul style="list-style-type: none">• The battle of Dien Bien Phu and the end of French rule in Vietnam.• Reasons for greater US involvement under Eisenhower, including the domino theory and weaknesses of the Diem government.• Greater involvement under Kennedy, including the overthrow of Diem and the Strategic Hamlet Program. |
| 2. Escalation of the conflict under Johnson | <ul style="list-style-type: none">• The increasing threat of the Vietcong.• The Gulf of Tonkin incident, 1964, and increased US involvement in Vietnam. |
| 3. The nature of the conflict in Vietnam, 1964–68 | <ul style="list-style-type: none">• The guerrilla tactics used by the Vietcong.• The methods used by the USA, including Search and Destroy, Operation Rolling Thunder and chemical weapons.• The key features and significance of the Tet Offensive, 1968. |
| 4. Changes under Nixon, 1969–73 | <ul style="list-style-type: none">• The key features of Vietnamisation. Reasons for its failure.• The Nixon Doctrine and the withdrawal of US troops.• Attacks on Cambodia, 1970, and Laos, 1971, and the bombing of North Vietnam, 1972. |

Key topic 4: Reactions to, and the end of, US involvement in Vietnam, 1964–75

| Topics | Details |
|--|--|
| 1. Opposition to the war | <ul style="list-style-type: none">· Reasons for the growth of opposition, including the student movement, TV and media coverage of the war and the draft system.· Public reaction to the My Lai Massacre, 1968. The trial of Lt. Calley.· The Kent State University shootings, 1970. |
| 2. Support for the war | <ul style="list-style-type: none">· Reasons for support for the war, including the fear of communism.· The 'hard hats' and the 'silent majority'. |
| 3. The peace process and end of the war | <ul style="list-style-type: none">· Reasons for, and features of, the peace negotiations, 1972–73.· The significance of the Paris Peace Agreement 1973.· The economic and human costs of the war for the USA. |
| 4. Reasons for the failure of the USA in Vietnam | <ul style="list-style-type: none">· The strengths of North Vietnam, including the significance of Russian and Chinese support, Vietcong tactics and the Ho Chi Minh Trail.· The weaknesses of the US armed forces. The failure of US tactics.· The impact of opposition to the war in the USA. |

Modern Foreign Languages

(French, German or Spanish)

Paper Length

Listening: 35 (F)/45 (H) minutes

Speaking: 5 minutes preparation, 5 minutes exam

Reading: 45 (F)/60 (H) minutes

Writing: 60 (F)/75 (H) minutes

Topics which will be covered

Students will complete a past paper in all 4 skill areas - listening, speaking, reading and writing. (Foundation/Higher tier).

NB: The speaking exam will take place outside the examination period - please speak to your teacher to get the dates. The listening exam will take place in class.

This could contain any topic that we have covered so far this year - please speak to your class teacher to double check.

All vocabulary for the Foundation or Higher paper which could come up is on Vocab Express & Active Learn. All have log ins.

Students must also be using the AQA GCSE revision guides and workbooks regularly as they contain graded practice questions and key language from the syllabus. Vocab express and Active Learn will also support revision.

Mathematics

Edexcel GCSE Maths Exam Topic List ; Grades 1-3 Foundation Only, Grades 4-5 are on both Foundation and Higher, Grades 6-9 Higher paper only. There are three papers, each 1.5 hours in length. Paper 1 is non calculator and papers 2 and 3 are calculator.

| Grade I | | | |
|---------------------------------------|---|---|-------|
| Place Value | 1 | Simple Geometric Definitions | 9 |
| Ordering Integers | 2 | Polygons | 10 |
| Ordering Decimals | 3 | Symmetries | 11 |
| Reading Scales | 4 | Tessellations and Congruent Shapes | 12 |
| Simple Mathematical Notation | 5 | Names of Angles | 13 |
| Interpreting Real-Life Tables | 6 | The Probability Scale | 14 |
| Introduction to Algebraic Conventions | 7 | Tally Charts, Bar Charts and Pictograms | 15/16 |
| Coordinates | 8 | | |
| Simple Geometric Definitions | 9 | | |

Grade 2

| | | | | | |
|-------------------------------------|----|---------------------------------------|----|---------------------------|----|
| Adding Integers and Decimals | 17 | Simplifying - Division | 35 | Area of a Rectangle | 53 |
| Subtracting Integers and Decimals | 18 | Function Machines | 36 | Translations | 50 |
| Multiplying Integers | 19 | Generating a Sequence - Term to Term | 37 | Plans and Elevations | 51 |
| Dividing Integers | 20 | Introduction to Ratio | 38 | Perimeters | 52 |
| Inverse Operations | 21 | Using Ratio for Recipe Equations | 39 | Area of a Rectangle | 53 |
| Money Questions | 22 | Introduction to Percentages | 40 | Area of a Triangle | 54 |
| Negatives in Real Life | 23 | Value for Money | 41 | Area of a Parallelogram | 55 |
| Introduction to Fractions | 24 | Introduction to Proportion | 42 | Area of a Trapezium | 56 |
| Equivalent Fractions | 25 | Properties of Solids | 43 | Frequency Trees | 57 |
| Simplifying Fractions | 26 | Nets | 44 | Listing Outcomes | 58 |
| Half-Way Values | 27 | Angles on a Line and at a Point | 45 | Calculating Probabilities | 59 |
| Factors, Multiples, and Primes | 28 | Measuring and Drawing Angles | 46 | Mutually Exclusive Events | 60 |
| Introduction to Powers/Indices | 29 | Drawing a Triangle Using a Protractor | 47 | Two-Way Tables | 61 |
| Multiply and Divide by Powers of 10 | 30 | Reflections | 48 | Averages and the Range | 62 |

| | | | | | |
|--|----|----------------------|----|--------------------------------|----|
| Rounding to the Nearest 10, 100 etc. | 31 | Rotations | 49 | Data – Discreet and Continuous | 63 |
| Rounding to Decimal Places | 32 | Translations | 50 | Vertical Line Charts | 64 |
| Simplifying - Addition and Subtraction | 33 | Plans and Elevations | 51 | Frequency Tables and Diagrams | 65 |
| Simplifying - Multiplication | 34 | Perimeters | 52 | | |

Grade 3

| | | | | | |
|----------------------------------|----|---------------------------------------|-----|---------------------------------|-----|
| Multiplying Decimals | 66 | Change to a Percentage (Calc) | 88 | Reverse Percentage Problems | 110 |
| Dividing Decimals | 67 | Change to a Percentage (Non Calc) | 89 | Simple Interest | 111 |
| Four Rules of Negatives | 68 | Rounding to Significant Figures | 90 | Metric Conversions | 112 |
| Listing Strategies | 69 | Estimating Answers | 91 | Problems on Coordinate Axes | 113 |
| Comparing Fractions | 70 | Using Place Value | 92 | Surface Area of a Prism | 114 |
| Adding and Subtracting Fractions | 71 | Expanding Brackets | 93 | Volume of a Cuboid | 115 |
| Finding a Fraction of an Amount | 72 | Simple Factorisation | 94 | Circle Definitions | 116 |
| Multiplying Fractions | 73 | Substitution | 95 | Area of a Circle | 117 |
| Dividing Fractions | 74 | Straight Line Graphs | 96 | Circumference of a Circle | 118 |
| BODMAS/BIDMAS | 75 | The Gradient of a Line | 97 | Volume of a Prism | 119 |
| Reciprocals | 76 | Drawing Quadratic Graphs | 98 | Angles and Parallel Lines | 120 |
| Calculator Questions | 77 | Sketching Functions | 99 | Angles in a Triangle | 121 |
| Product of Primes | 78 | Solving Equations Using Flowcharts | 100 | Properties of Special Triangles | 122 |
| Highest Common Factor (HCF) | 79 | Subject of a Formula Using Flowcharts | 101 | Angle Sum of Polygons | 123 |
| Lowest Common Multiple (LCM) | 80 | Generate a Sequence from nth Term | 102 | Bearings | 124 |
| Squares, Cubes and Roots | 81 | Finding the nth Term | 103 | Experimental Probabilities | 125 |

| | | | | | |
|------------------------------------|----|-----------------------------------|-----|-----------------------|-----|
| Working with Indices | 82 | Special Sequences | 104 | Possibility Spaces | 126 |
| Standard Form | 83 | Exchanging Money | 105 | Venn Diagrams | 127 |
| Decimals and Fractions | 84 | Sharing Using Ratio | 106 | Pie Charts | 128 |
| Fractions, Percentages, Decimals | 85 | Ratios, Fractions and Graphs | 107 | Scatter Diagrams | 129 |
| Percentage of an Amount (Calc) | 86 | Increase/Decrease by a Percentage | 108 | Averages From a Table | 130 |
| Percentage of an Amount (Non Calc) | 87 | Percentage Change | 109 | | |

Grade 4

| | | | |
|------------------------------------|-----|--------------------------------------|-----|
| Index Notation | 131 | Distance-Time Graphs | 143 |
| Introduction to Bounds | 132 | Similar Shapes | 144 |
| Midpoint of a Line on a Graph | 133 | Bisecting an Angle | 145 |
| Expanding and Simplifying Brackets | 134 | Constructing Perpendiculars | 146 |
| Solving Equations | 135 | Drawing a Triangle Using Compasses | 147 |
| Rearranging Simple Formulae | 136 | Enlargements | 148 |
| Forming Formulae and Equations | 137 | Tangents, Arcs, Sectors and Segments | 149 |
| Inequalities on Number Line | 138 | Pythagoras' Theorem | 150 |
| Solving Linear Inequalities | 139 | Simple Tree Diagrams | 151 |
| Simultaneous Equations Graphically | 140 | Sampling Populations | 152 |
| Fibonacci Sequences | 141 | Time Series | 153 |
| Compound Units | 142 | | |

Grade 5

| | | | |
|---|-----|----------------------------|-----|
| Negative Indices | 154 | Congruent Triangles | 166 |
| Error Intervals | 155 | Sectors of a Circle | 167 |
| Mathematical Reasoning | 156 | Trigonometry | 168 |
| Factorising and Solving Quadratics | 157 | Spheres | 169 |
| The Difference of Two Squares | 158 | Pyramids | 170 |
| Finding the Equation of a Straight Line | 159 | Cones | 171 |
| Roots and Turning Points of Quadratics | 160 | Frustrums | 172 |
| Cubic and Reciprocal Graphs | 161 | Exact Trigonometric Values | 173 |
| Simultaneous Equations Algebraically | 162 | Introduction to Vectors | 174 |
| Geometric Possessions | 163 | Harder Tree Diagrams | 175 |
| Compound Interest and Depreciation | 164 | Stratified Sampling | 176 |
| Loci | 165 | | |

| Grade 6 | |
|-------------------------------------|-----|
| Recurring Decimals to Fractions | 177 |
| Product of Three Binomials | 178 |
| Iteration – Trial and Improvement | 179 |
| Iterative Processes | 180 |
| Enlargement – Negative Scale Factor | 181 |
| Combinations of Transformations | 182 |
| Circle Theorems | 183 |
| Proof of Circle Theorems | 184 |
| Probability Using Venn Diagrams | 185 |
| Cumulative Frequency | 186 |
| Boxplots | 187 |

Grade 7

| | | | |
|-------------------------------------|-----|----------------------------------|-----|
| Fractional Indices | 188 | Equation of a Circle | 197 |
| Recurring Decimals – Proof | 189 | Regions | 198 |
| Rearranging Difficult Formulae | 190 | Direct and Inverse Proportion | 199 |
| Solving Quadratics with the Formula | 191 | Similarity – Area and Volume | 200 |
| Factorising Hard Quadratics | 192 | The Sine Rule | 201 |
| Algebraic Proof | 193 | The Cosine Rule | 202 |
| Exponential Functions | 194 | Area of a Triangle Using Sine | 203 |
| Trigonometric Graphs | 195 | And and Or Probability Questions | 204 |
| Transformation of Functions | 196 | Histograms | 205 |

Grade 8 and 9

| | | | |
|------------------------------------|-----|-------------------------------------|-----|
| Upper and Lower Bounds | 206 | Finding the nth Term of a Quadratic | 213 |
| Surds | 207 | Inverse Functions | 214 |
| Perpendicular Lines | 208 | Composite Functions | 215 |
| Completing the Square | 209 | Velocity Time Graphs | 216 |
| Algebraic Fractions | 210 | Pythagoras in 3D | 217 |
| Simultaneous Eqns with a Quadratic | 211 | Trigonometry in 3D | 218 |
| Solving Quadratic Inequalities | 212 | Vectors | 219 |

Music

Paper Length – 1 hour 30 minutes

Topics which will be covered

Area of Study 1 - Instrumental Music 1700-1820

Bach: Brandenburg Concerto No. 5 in D Major (3rd Movement)

Beethoven: Piano Sonata No. 8 in C Minor Op. 13, 'Pathétique' (1st Movement)

Area of Study 2 - Vocal Music

Purcell: 'Music for a While'

Freddie Mercury: 'Killer Queen' (from the Queen album Sheer Heart Attack)

Area of Study 3 - Music for Stage and Screen

Stephen Schwartz: 'Defying Gravity' (from the musical *Wicked*)

John Williams: 'Main Title'/'Rebel Blockade Runner' (from *Star Wars: Episode IV - A New Hope*)

Area of Study 4 - Fusions

Afro Celt Sound System: 'Release' (from the album *Volume 2: Release*)

'Samba Em Preludio', performed by Esperanza Spalding (from the album *Esperanza*)

You will be asked:

Questions on the set works that we have covered so far.

You need to revise the musical elements of each piece: Melody, Rhythm, Texture, Instrumentation, Genre, Harmony, Tonality and Structure

Use your scores and the notes in your books to revise from.

Also, familiarise yourself with the sample paper questions that we have done in class so that you recognise the ways the questions are set out.

Look on google classroom for other revision resources.

Remember - writing something for every question is better than leaving blank spaces!

PE

Paper Length - 1 hour 30 minutes

OCR PE paper 1 - Physical factors affecting performance

| Assessment Objective (AO) | Description | Relevant Command Words |
|---------------------------|--|---|
| AO1 | demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. | label, identify, define, give, state, recall, link which. |
| AO2 | apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. | identify, discuss, evaluate, assess, describe, apply. |
| AO3 | analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. | analyse, evaluate, compare, assess, explain. |
| AO4 | demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance. | analyse, evaluate, compare, assess, explain. |

I.1a - The structure and function of the skeletal system

| |
|--|
| Label the major bones of the body (19 bones) |
| State and describe the 6 functions of the skeletal system e.g. protection - ribs protects lungs during a rugby tackle |
| State the definition of the synovial joint and name the two types of joints. |
| Identify where these joints are in the body and their articulating bones e.g. elbow - humerus, radius, ulnar |
| State the types of movement at the hinge and ball and socket joints and apply them to examples from physical activity/sport e.g. elbow - Flexion and extension - bicep curl |
| State the role of the ligament, cartilage and tendon and describe their function. |

I.1.b The structure and function of the muscular system

| |
|--|
| State the name and location of the major muscle groups of the body (need to know 11) |
| Using examples from physical activity/sport describe how the muscles are used |
| Describe how antagonistic pairs work to create muscle movement and apply to an example from physical activity/sport |
| Define the agonist, antagonist and fixator and describe the role of each using example from physical activity/sport. |

I.1.c Movement analysis

| |
|---|
| State the 3 different lever class systems (1st, 2nd and 3rd class) and link to their use in physical activity and sport. |
| Describe the components of each lever system. |
| Explain the mechanical advantage of each of the levers and related movements. |
| Describe the different planes of movement (frontal, transverse and sagittal) in the body and apply to physical activity and sport. |
| State the location of the axes of rotation (frontal, transverse and longitudinal) in the body and apply to physical activity and sport. |

I.1.d The cardiovascular system

| |
|---|
| Describe the double-circulatory system (Systematic and pulmonary) |
| State the 3 types of blood vessel (Arteries, capillaries and veins) and describe their function |
| Describe the role of red blood cells in the body |
| Label the features of the cardiovascular system and describe the pathway of blood through the heart |
| Define Heart rate, stroke volume and cardiac output and evaluate the impact of exercise on each of them |

I.1.d The Respiratory system

| |
|--|
| Describe the pathway that air travels through the respiratory system? |
| Describe the role of the respiratory muscles when breathing? |
| Define the following terms: <ul style="list-style-type: none">- Minute ventilation breathing rate- Tidal volume |
| Explain the process of gaseous exchange in the alveoli of the lungs? |
| Define aerobic and anaerobic exercise and give sporting examples |
| Give practical examples of aerobic and anaerobic activities in relation to intensity and duration |

I.1.e The short term effects of exercise on the body systems

| |
|--|
| Name the 10 short term effects of exercise on the body systems: e.g. increased heart rate, stroke volume, cardiac output |
| Explain the short term effects of exercise on the body systems |
| Apply the short term effects of exercise to example from physical activity/sport |
| Collect and interpret data to analyse the short term effects of exercise on the body systems. For example, measure your heart rate before, during and after exercise, plot data on a graph and analyse why these changes occur |
| State the 13 long term effects of exercise on the body systems, e.g. the hypertrophy of muscle |
| Explain the long term effects of exercise on the body systems |
| Give sporting/physical activity examples of the long term effects of exercise |
| Collect and interpret data to analyse the long term effects of exercise on the body systems. For example, measure your breathing rate during and after exercise during week 1 and week 6 of an exercise programme. Analyse why any of these changes have occurred |

I.2a Components of fitness

| |
|---|
| State and define the 10 components of fitness, e.g. Cardiovascular stamina/endurance |
| Apply each component of fitness to a physical activity/sport |
| State the suitable test for each component of fitness (see spec for all tests for example, multi-stage fitness test for cardiovascular endurance/stamina) |
| Analyse the data relating to each component of fitness and evaluate results |

I.2a Applying the principles of training

| |
|---|
| Define the principles of training (specificity, overload, progression and reversibility) and |
| Apply the principles of training (specificity, overload, progression and reversibility) to a personal exercise/training programme |
| Define the elements of FITT (Frequency, intensity, time, type) |
| Apply the FITT principle (Frequency, intensity, time, type) to a personal exercise/training programme |
| Define and give examples of different types of training: - continuous - fartlek -interval (circuit training, weight training, plyometrics and HIIT/High intensity interval training) |
| Recall the 5 key components of a warm up and apply examples e.g. Pulse raiser |
| Explain the physical benefits of a warm up (7 benefits - e.g. increases blood flow and oxygen to muscles) |
| Recall the 2 key components of a warm up and apply examples |
| Explain the physical benefits of a cool down (8 benefits - e.g. gradually lowers heart rate) |

I.3.c Preventing injury in physical activity and training

Be able to Identify 5 examples of how the risk of injury can be minimised in physical activity/sport
e.g. correct clothing/footwear

Using examples, explain the potential hazards in 5 physical activity/sport settings
e.g. sports hall

Paper Length - 1 hour 45 minutes**Topics which will be covered**

Religious attitudes to matters of life

For this topic students need to have a clear understanding of Christian and Buddhist views on the following:

- Surrogacy
- Human engineering
- Cloning
- Fertility treatment

Relationships and Families

For this topic students need to have a clear understanding of Christian and Buddhist views on the following:

- Sexuality
- Family life
- Marriage
- Homosexuality
- Divorce

Religious Beliefs and Teachings: Christianity and Buddhism

For this topic students need to understand the following:

- Nature of God
- Jesus - Crucifixion and Resurrection
- Judgement
- Buddha
- Life after death
- Three Universal Truths

Religious Practices: Christianity and Buddhism

For this topic students need to understand the following:

- Church in the local community
- Eucharist
- Street Pastors
- Prayer
- Festivals
- Five Moral Precepts
- Buddhist Worship

Resistant Materials

Paper Length - 1 hour 30 minutes

| Topics which will be covered | Details |
|-----------------------------------|--|
| Materials (wood , metal, plastic) | Material finishes, properties, forces, forming techniques, manufacturing techniques, construction preparation techniques |
| Renewable energy | Kyoto protocol, forms of renewable energy |
| ICT, CAD / CAM | Epos Systems, manufacturing techniques, effects on society |
| Designing | Specification points, design ideas, evaluations |
| Tools & Equipment | Names and uses |

Science, including Biology, Chemistry, Physics and Combined Science

Combined Science

Students will sit **4 papers**.

The exams will cover all units studied so far in year 9 and year 10. (See following pages for titles of individual units)

For a breakdown of the revision topics and resources please click [HERE](#)

Biology (Separate Sciences)

Students will sit **1 paper**.

The exams will cover all units studied so far in year 9 and year 10:

- B1 You and Your Genes
- B2 Keeping Healthy
- B3 Living Together- Food and Ecosystems

For a breakdown of the revision topics and resources please click [HERE](#)

Chemistry (Separate Sciences)

Students will sit **1 paper**.

The exams will cover all units studied so far in year 9 and year 10:

- C1 Air and Water
- C2 Chemical Patterns
- C3 Chemicals of the Natural Environment

For a breakdown of the revision topics and resources please click [HERE](#)

Physics (Separate Sciences)

Students will sit **1 paper**.

The exams will cover all units studied so far in year 9 and year 10:

- P1 Radiation and Waves
- P2 Sustainable Energy
- P3 Electric Circuits

For a breakdown of the revision topics and resources please click [HERE](#)

All Science Students

It is important to note that you will be assessed on the following assessment objectives:

AO1: Demonstrate knowledge and understanding of...

- *Scientific ideas/scientific techniques and procedures*

AO2: Apply knowledge and understanding of...

- *Scientific ideas/scientific enquiry, techniques and procedures*

AO3: Analyse information and ideas to...

- *Interpret and evaluate data/make judgements and draw conclusions/develop and improve experimental procedures*

Sociology

Paper Length - 1 hour 30 minutes

Unit 1 – Topic 1 Studying Society

| |
|--|
| Key terms and concepts |
| How is the sociological approach different from the biological, psychological and journalistic approach? |
| What are social structures, social processes and social issues? |
| How do we develop as individuals and become part of society? |
| What is culture? |
| What are values, norms, status and roles? |
| What is socialisation? |
| What is primary and secondary socialisation? |
| How are we socialised into gender roles? |
| What is social control and how do agencies of social control work? |
| What is ethnicity? |
| What is social class? |
| What are the differences between consensus and conflict approaches to sociology? |
| How do sociologists carry out research? |
| What is quantitative and qualitative data? |

| |
|---|
| What do validity, reliability and representativeness mean in sociological research? |
| What is a hypothesis? |
| What are the advantages and disadvantages of using experiments? |
| What is the Hawthorne effect? |
| What different types of questionnaires can be used? |
| What are the advantages and disadvantages of using questionnaires? |
| What different types of interviews can be used? |
| What are the advantages and disadvantages of using interviews? |
| What different types of observation techniques can be used? |
| What are the advantages and disadvantages of using observation techniques? |
| What are the advantages and disadvantages of longitudinal studies? |
| What different types of secondary data can be used? |
| What are the advantages and disadvantages of using secondary data? |
| What different types of sample can sociologists use? |
| What ethical issues do sociologists need to be aware of? |
| How is sociology useful in making and implementing policies in areas such as education, welfare and criminal justice? |

Topic 2 – Education

| |
|---|
| What is the role of education in modern Britain? |
| What are the roles of education in society? |
| How do different sociological perspectives view education? |
| What is the hidden curriculum? |
| How successful have educational reforms been in reducing inequality? |
| How did the Grammar School system introduced in 1944 work? |
| How did the Comprehensive system introduced in 1965 work? |
| What were the main changes introduced by the 1988 Education Act? |
| What changes have New Labour made to the Education system? |
| What is the structure of the British education system today? |
| What is school factors affect educational achievement |
| How does the hidden curriculum work? |
| What impact do streaming and setting have? |
| What are labelling and the self-fulfilling prophecy? |
| How do subcultures affect achievement? |
| How does social class affect educational achievement |
| What impact does home environment have on achievement? |

| |
|---|
| What is cultural capital? |
| How might teachers label working class pupils? |
| What impact could the rising cost of higher education have on working class students? |
| What impact does home environment have on achievement? |
| What is cultural capital? |
| How might teachers label working class pupils? |
| What impact could the rising cost of higher education have on working class students? |
| How does gender affect educational achievement |
| Why have girls done better than boys in education in the last 20 years? |
| Why have boys done worse than girls in education over the last 20 years? |
| Why do boys and girls pick different subjects in school? |
| How does ethnicity affect educational achievement? |
| Why do some ethnic groups do better in education than others? |
| Why might cultural differences explain these different levels of achievement? |
| What in school factors could lead to students from ethnic minorities doing less well? |
| What are contemporary issues relating to education? |
| Why is education a political issue? |

What criticisms have been made of recent government education reforms?

What debates are there around faith schools, testing special needs and alternative forms of provision as a social issue?

Topic 3 – Families

What types of family are there?

What is a family?

What are nuclear, extended, lone, same sex, reconstituted and empty nest families?

Why is there a greater diversity of families in Britain today?

What are the different sociological viewpoints on the family?

Is the nuclear family typical of families in modern Britain?

What are functionalist views on the family?

What are New Right views on the family?

What do sociologists mean by the dark side of the family?

Why do feminists believe the nuclear family is unfair on women?

What are the different roles people play in the family?

What is the division of labour?

What are conjugal roles?

What is the symmetrical family?

| |
|--|
| Does the New Man exist? |
| What role do grandparents play in families? |
| What role do children play in families? |
| How have children's role in the family changed in the last 50 years? |
| Why have men and women's roles in the family changed in the last 50 years? |
| How has life course changed over the last 50 years? |
| How has life expectancy changed? |
| How have patterns of fertility changed? |
| What impact will an ageing population have on the country? |
| How has the family changed over the last 50 years? |
| Why has marriage declined? |
| Why has cohabitation increased? |
| Why have births outside of marriage increased? |
| What are the effects of divorce? |
| What are the arguments in favour of lone parent families? |
| What are the arguments against lone parent families? |
| What are contemporary issues relating to families |

What debates are there around the quality of parenting as a social issue?

What debates are there around the care of the disabled and elderly as a social issue?

What debates are there around the relationship between teenagers and adults as a social issue?